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ABSTRACT

During fiscal year 1990, Idaho's vocatioal-technical system conducted activities toward attainment of five major goals. To promote economic progress by meeting employer needs for trained workers (goal 1) the technical system strengthened interaction between employers and educators; focused on vocational training to support industries and new economic development through the Consortium of Vocational-Technical Institutions, carried out customized training programs, industry-specific upgrade training programs, and the Workplace Literacy Project; and provided entrepreneurship training. To provide students with foundation skills required for success in technical and skilled occupations (goal 2), the system piloted applied biology/chemistry courses; restructured curricula to emphasize general preparation for employment; developed industrial technology programs; and supported vocational student organizations. To meet student needs for vocational education in selected occupations (goal 3), the system offered secondary and postsecondary programs and provided upgrade training and retraining. To ensure equal access to vocational training (goal 4), vocational equity projects and guidance and counseling projects were conducted; the Idaho Career Information System was continued; and populations with special barriers to the work force were served. To ensure greater flexibility, the system oversaw postsecondary and secondary articulation and coordinated programs and entry/reentry programs. Finally, the system attained the fifth goal, to revise the preparation and development of instructors to meet the new goals, through redesign of university-level teacher preparation programs to reflect changing requirements and provision of continuing professional development. (YLB)

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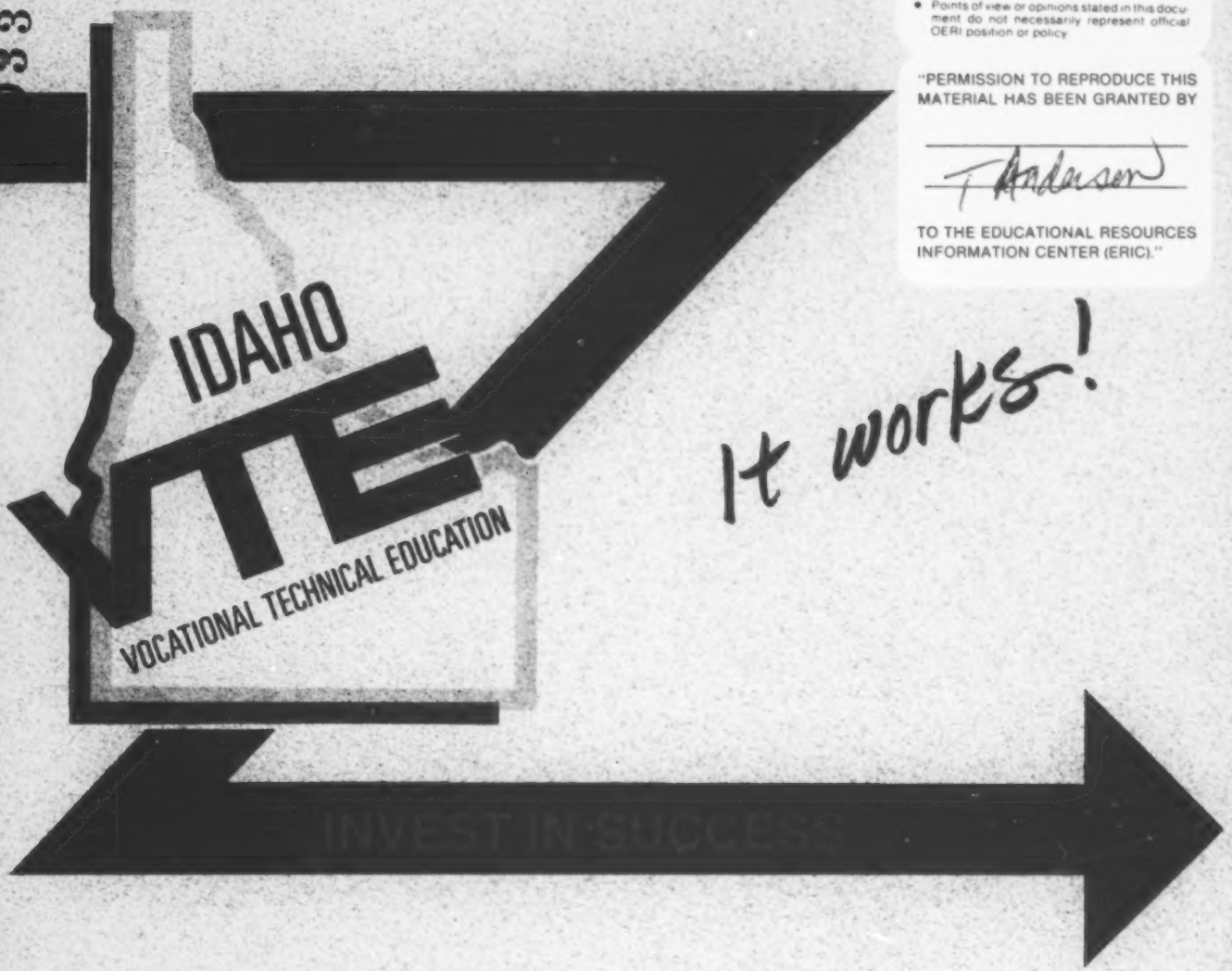

ANNUAL REPORT FISCAL YEAR 1990

DIVISION OF VOCATIONAL EDUCATION
650 WEST STATE STREET
BOISE, IDAHO 83720-3650

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ANNUAL REPORT FISCAL YEAR 1990

VOCATIONAL EDUCATION

It Works!

IDAHO DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
650 West State Street
Boise, Idaho 83720-3650

Dear Friends,

Idaho's system of vocational-technical education provides youth and adults with opportunities to develop the specialized skills, knowledge, and attitudes needed to obtain employment in skilled and technical occupations. In addition, programs help employed and unemployed adults develop technical skills needed to advance in their employment or to retrain for new jobs.

Programs are designed to meet the employment demands of the workplace and are in keeping with the interests expressed by students. Programs are developed, maintained, and regularly modified in accordance with recommendations of business, industry, and public sector employers. These recommendations assure that programs consistently address the skilled and technical training needs of the workplace and help to assure that quality educational experiences are delivered.

Idaho's vocational-technical education system is guided by a five-year strategic plan adopted by the State Board for Vocational Education in 1987. This Annual Report addresses how the vocational-technical education system has progressed toward meeting the goals of the strategic plan in FY 1990.

Your comments are welcome.

Cordially,

Trudy Anderson, Ph.D.
State Administrator

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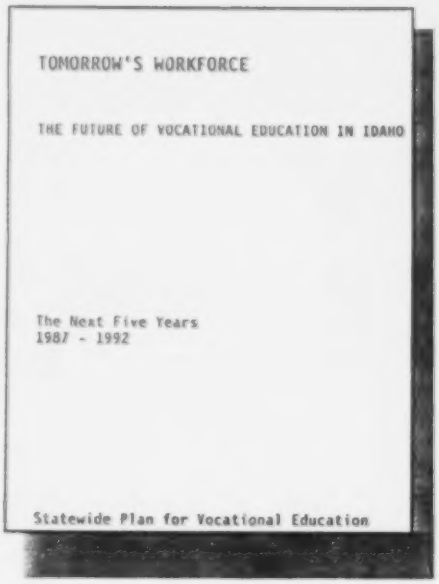
The purpose of vocational education is to provide Idaho's citizens with equal opportunities to acquire the knowledge and skills needed for employment in technical and skilled occupations. A skilled work force helps to assure economic sufficiency for individuals and supports the economic progress of the State.

Vocational-technical education is provided in accordance with a five-year strategic plan adopted by the State Board in 1987. The plan titled *Tomorrow's Workforce: The Future for Vocational Eaucation in Idaho*, identifies major goals,or the specific objectives necessary for Idaho's vocational-technical system to meet the changing needs of the workplace. Annual activities related to each of these goals and the accompanying objectives are conducted.

This FY 1990 report addresses the annual activities conducted toward attainment of the five major goals.


TOMORROW'S WORKFORCE
THE FUTURE OF VOCATIONAL EDUCATION IN IDAHO
The Next Five Years
1987 - 1992
Statewide Plan for Vocational Education

Goal I - Promote economic progress in Idaho by meeting employer needs for trained workers.

Goal II - Provide students with the foundation skills and personal capabilities required for occupational success in the technical and skilled areas.

Goal III - Meet student needs for specific vocational training in selected occupations.

Goal IV - Assure access to vocational training for all participant groups and individuals.

Goal V - Revise the preparation and professional development of instructors to meet the demands of the new goals for vocational education.

Vocational Education's role in economic development involves preparing workers for newly created jobs and improving skills of workers in existing jobs so that they can be more productive. The flexibility and responsiveness of Idaho's vocational education system make it an active, vital partner in economic development.

Strengthen the Interaction Between Employers and Educators

Local and state advisory committees representing business and industry provide curriculum direction and emphasis for programs. Employer involvement assures that programs continuously provide students with opportunities to develop skills, knowledge, and proper attitudes needed for current and future jobs.

Mike Bir, Hewlett Packard Corporation, receives award for Industry Support of Vocational Education.

Statewide Technical Committees are established in selected occupational areas each year. Technical committees revise curricula so that programs are current with occupational requirements. Technical Committee membership includes: employers from relevant businesses and industries which represent the occupation for which the committee is established; members from trade or professional organizations which represent the occupation being studied; and members from organized labor where appropriate.

During FY 1990, the following activities were accomplished:

* Local Advisory Committee members participated in the annual Vocational Education Summer Conference.

* Local Advisory Committee members were included as team members in twelve, five-year evaluations conducted by the State Division of Vocational Education. Involvement in evaluations of individual programs at the local level provided an opportunity for Local Advisory Committee members to view programs and assist program instructors with recommendations for improvement.

* The Vocational-Technical Administrators Handbook for Advisory Committees was revised. A subsequent Local Advisory Committee Members Handbook will be developed and distributed during FY 1991.

* Technical Committees for Printing/Graphic Arts, Office Systems Supervisor, and Drafting programs compiled lists of competencies needed for students to enter the workforce.

* Vocational-Technical Education Foundation members initiated activities to involve employers in implementing the Career Guidance Model in local schools.

Focus on Vocational Training to Support Idaho's Industries and New Economic Development

Economic growth depends upon the availability of a qualified workforce. Through Short-Term Training programs for adults, the vocational-technical system responds to the needs of new, expanding or changing businesses and industries in Idaho. The State Division of Vocational Education and the postsecondary vocational-technical institutions work closely with the Departments of Commerce, Education, Labor & Industrial Services, Employment, Agriculture, Health& Welfare, and the State Division of Tourism, Federal Bureau of Apprenticeship Training, State Board of Nursing, Private Industry Councils, as well as local business to respond to the training needs of new and expanding business and industry.

Consortium of Vocational-Technical Institutions (CAVES)

CAVES is a consortium of the postsecondary vocational-technical institutions and the State Division of Vocational Education.

CAVES functions as a management structure designed for efficient utilization of resources for special programs and projects that extend beyond the single educational planing regions of the State. Member institutions develop innovative projects by combining resources, staff expertise, and/or curriculum, implementing statewide projects, coordinating statewide with business, industry and other agencies, and providing flexibility in locality, programming and funding.

Customized Training

Customized training programs prepare individuals for employment in specific occupational areas in new or expanding industry, or for placement in jobs that are difficult to fill because of a shortage of workers with requisite skills. Programs are developed with a commitment from an employer or group of employers to hire students upon successful completion of training. Employers share in the cost of providing Customized Training Projects through cash or in-kind contributions.

* Customized Training Projects provided new jobs for 360 individuals during FY 1990. Programs included electronics training for employees of Pillsbury company in Shelley; color stripping training in Lewiston for employees of the Pacific Printing Industries; statistical process control training for Omark Blount employees in Lewiston; and computerized equipment training for Posness/Warren in Rathdrum.

CAVES

Boise State University, School of Vocational Technical Education

College of Southern Idaho, School of Vocational Technical Education

Eastern Idaho Technical College

Idaho State University, School of Vocational Technical Education

Lewis-Clark State College, School of Vocational Technical Education

North Idaho College, School of Vocational Technical Education

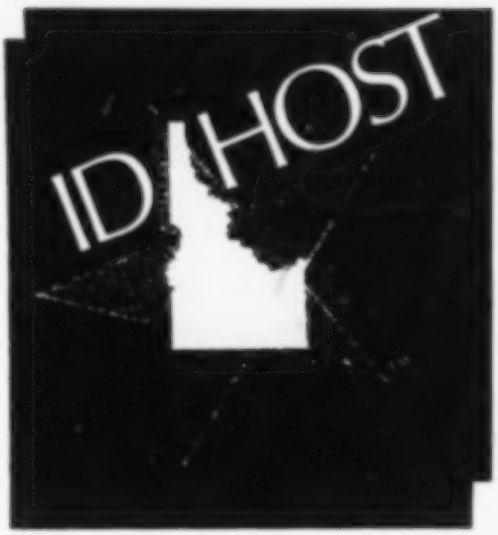
State Division of Vocational Education

Industry Specific Upgrade Training

Industry Specific Upgrade Training improves the efficiency of employed individuals through supplemental instruction. The programs are operated in conjunction with an employer or group of employers and are usually offered at a business location. Industry Specific Upgrade Training responds to technological changes in the workplace.

- Industry Specific Upgrade training provided enhanced job skills to 1,594 adults in FY 1990. Examples of training included computer literacy classes for employees of the Coeur d'Alene Tribe in Desmet; nursing assistance training for employees of the Orofino Care Center in Orofino; sawyer training/logging safety for North Idaho loggers; technical report writing, grammar/punctuation updates and statistical data training for employees of the Veterans Administration Hospital in Boise; upgrade training in hydraulics for employees of the FMC Corporation in Pocatello; interview and interrogation techniques seminar for law enforcement personnel of the Peace Officer Standards and Training Department of Law Enforcement in Region V; and lumber grading training for employees of QB Corporation in Salmon.

Idahost Program



IDAHOST, modeled after SUPERHOST used for the Vancouver B.C. World's Fair, is a six hour course preparing customer service personnel to be better hosts. The course is being presented in conjunction with the state's Centennial Celebration to prepare Idaho's tourism service businesses for the influx of tourists in the Centennial year.

The IDAHOST curriculum was developed in FY 1989 by Boise State University in cooperation with the State Division of Vocational Education, the Centennial Commission and the Department of Commerce. The course was approved by the Centennial Travel, Tourism and Hospitality Committee. Administrative and developmental costs were shared among the Centennial Committee, the Division of Travel Promotion and the State Division of Vocational Education.

- IDAHOST courses were completed by 1,909 participants during FY 1990. Following the Centennial, training will continue to be delivered through the postsecondary vocational-technical institutions.

- In FY 1990, IDAHOST courses offered through the secondary vocational programs were completed by 900 high school students.

Workplace Literacy Project

A $292,000 grant to the Idaho Partnership for Workplace Literacy from the U.S. Department of Education was received in October, 1988. The Partnership is comprised of the State Division of Vocational Education (fiscal and administrative agency), Consortium of Vocational-Technical Institutions, State Department of Employment and the Idaho Association of Private Industry Councils.

WORKPLACE LITERACY FILLS THE GAP

Workplace literacy differs from general literacy in content and purpose by focusing on specific needs of workers on the job. Workplace literacy skills generally include: job related mathematics, reading, writing, speaking, listening, problem solving and the ability to apply these skills. The project was guided by a Steering Committee comprised of representatives from the Office of Governor Andrus, State Division of Vocational Education, Department of Employment, Idaho Association of Private Industry Councils, Consortium of Vocational-Technical Institutions, and Adult Basic Education (Department of Education).

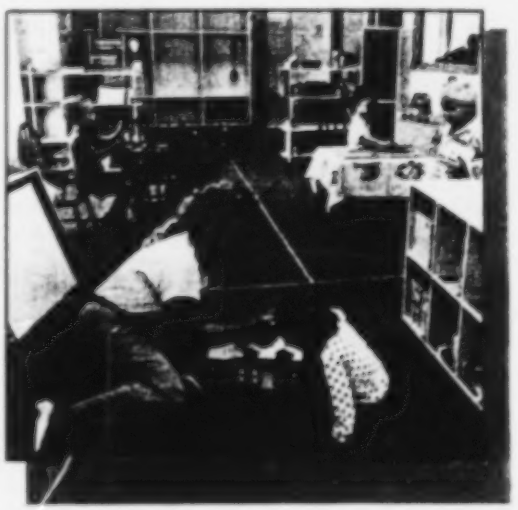
* During FY 1990, workplace literacy training was provided to 655 individuals. Training included reading, math, and writing updates; job-related computer training; and job related bi-lingual communications. Workplace Literacy programs were operated for hospitals, nursing homes, paper mills, food processing plants, law enforcement agencies, nuclear engineering firms and an Indian tribe.

Cooperative Demonstration Project

A $371,673 grant to the Consortium of Vocational-Technical Institutions (CAVES) from the U.S. Department of Education was received in January, 1989. The grant set up new programs for construction industry-related jobs.

* During FY 1990, 2,572 individuals were served through this grant. Training programs included flagging/traffic control, heavy equipment operation, hard rock miner, pre-carpentry skills, truck driving, surveying, blueprint reading, concrete technology, hazardous materials and building trades.

* Students at the College of Southern Idaho, School of Vocational-Technical Education, received hands-on training by constructing a Child Care Center on the College of Southern Idaho campus. Building materials and funds for the Child Care Center were donated by local businesses and individuals. The Child Care Center was open the first day of school in August 1990 - - it was filled to capacity with 50 children and had a waiting list of 22.


Photograph by Linda Anthis
College of Southern Idaho Public Information Office

Entrepreneurship Training

Small business management classes using the Program for Acquiring Competence in Entrepreneurship (PACE) were delivered through the six postsecondary vocational-technical institutions. The courses were provided in cooperation with the Idaho Small Business Development Centers and the U.S. Small Business Administration. Local business representatives were surveyed to determine priorities for class topics.

* One hundred-fifty classes served 2,443 people in 47 cities and towns.

* Fifteen students participated in a pilot program using "freeze frame televideo training" (FFTV). The FFTV system uses both conference calling for the audio line and a second line to send a black and white video slide. The program bridged classrooms in Boise, Donnelly and Council and enabled the students in all three locations to see and hear each other.

Farm Management Program

Idaho's Farm Management program is for new or established farmers who need to improve their management skills to make their farms more profitable. The program was started in 1987 with a limited appropriation from the Legislature. Participating farm families pay an annual $200 fee. The three-year program provides instruction in the areas of farm technology, marketing and financing, and computerized recordkeeping. Modeled after farm management programs in the Midwest, the program combines instruction with individual consultation and farm visitations providing technical assistance and enterprise analysis.

The Farm Management Program is a cooperative effort between the Division of Vocational Education, University of Idaho Department of Agricultural Economics and The Idaho Cooperative Extension Service.

* In FY 1990, 53 farm families were served by the state funded programs in Pocatello and Canyon County. Thirty-two families were enrolled in year 1, and twenty-one families were enrolled in year 2.

* Seventy-four farm families participated in programs at Twin Falls and Burley. Thirty-one families were enrolled in year 1, twenty-five families were enrolled in year 2, and eighteen families were enrolled in year 3.

Encourage Greater Integration of Vocational and Academic Instruction and Programs

Applied Subject Areas

Principles of Technology (Applied Physics), Applied Math, Applied Communication and Applied Biology/Chemistry are examples of curriculum that enhance academic learning by taking theoretical academic concepts and applying them in a hands-on learning experience common in vocational education. The Applied Biology/Chemistry subject area is the latest area to be piloted in Idaho.

- In FY 1990, twenty-one schools were teaching Principles of Technology (six of which offered applied science credit) and fifty schools were teaching Applied Math. Two schools piloted the Applied English in the Workplace curriculum. Four in-service workshops were held for English instructors to review the Applied English in the Workplace materials and to provide suggestions of how to use the materials in the classroom.

- The State Division of Vocational Education and the State Department of Education continue to work together on the applied subject area courses. In FY 1990, the Applied Math and the Applied English in the Workplace courses were submitted to, and approved by the College Entrance Admissions Committee as meeting the course of study components for math and English. These courses now count towards the math and English credits required for college admission.

The State Division of Vocational Education will continue to foster and promote the use of applied subjects in Idaho's comprehensive and alternative high school programs.

Restructure Secondary Vocational Programs to Place Greater Emphasis on General Preparation for Employment

Curriculum Restructuring

The State Division of Vocational Education conducted a series of curriculum restructuring projects in FY 1990:

- A combined Business Education/Marketing Education curriculum project identified the common competencies which should be available to students in either business education or marketing education. A committee developed course outlines and a common curriculum guide. The instructional materials to accompany this guide will be developed in FY 1991.

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* Agriculture Education programs in Idaho hare now offered through a new Agriculture Science and Technology program area. Agriculture Science and Technology was redesigned to include Agribusiness and Agriservice. Approximately one-half of the instructional materials were developed in Fy 1990, with the remaining components to be completed in FY 1991.

* A train-the-trainer video tape and instructional modules were developed for the Health Occupations area. This material was designed to accommodate the mandate of the Omnibus Bill of 1984 for health care providers. The system was designed and tested in FY 1989, with a completion of the materials in FY 1990.

* Home economics instructors attended regional in-service meetings in the spring of 1990 where they learned how to conduct community meetings to identify the skills for life that should be taught in comprehensive home economics courses. Community meetings will be held statewide during the fall of FY 1991.

* The Printing/Graphic Arts curriculum was upgraded by a Technical Committee which completed its process in June, 1990. The technical committee met four times during the year to develop the task list. The committee also provided a review and evaluation of the two postsecondary programs in the State. A new printing program was started in Idaho Falls at Bonneville High school.

* Dental Assisting occupations in the state of Idaho will undergo an upgrading as a result of the direction taken by the State Board of Dentistry. A Technical Committee for Dental Assisting has been identified for FY 1991.

* A series of Curriculum Guides were developed in the trades area, with the material being provided in both print and computer disk format. Competency Profiles were developed for Auto Mechanics, Auto Body Repair, Welding, Precision Machining, and Drafting. These Competency Profiles will be printed during FY 1991, and disseminated through the Curriculum Dissemination Center at the University of Idaho. Copies of the task lists from the Technical Committees are available in computer disk format as well as paper copy. Welding and Auto Body Repair Curriculum committees completed their respective assignments to prepare statewide curriculum guides. These guides will be printed and disseminated in FY 1991.

* Industrial Technology programs were bolstered with new curriculum and video material. The Division received the completed set of Exploring Technology materials from Mid America Vocational Curriculum Consortium (MAVCC) and Agency for Instructional Technology (AIT). These materials are being used at the junior high level. The videos have been copied for distribution and were block-fed over the Public Broadcasting System to allowing schools to tape them.

Industrial Technology Programs

Industrial Technology Education courses were developed in 1988 to replace traditional Industrial Arts. Industrial Technology assures immediate relevance and application for students to principles of mathematics, science, communications and other subject areas, while focusing on the development and application of technologies.

* During FY 1990, 60 junior highs and middle schools offered the Introduction to Technology course. An additional 85 high schools offered one or more of the following Industrial Technology courses: construction, communications, manufacturing, power/energy and transportation and computer aided drafting.

* One of the main thrusts for industrial technology education programs has been to implement a multi-disciplinary approach to teaching the curriculum. Several instructors reported excellent results and great benefits through sharing their curriculum materials and activities with other instructors.

Use Vocational Programs to Reinforce Basic Academic Skills at All Levels

* In FY 1990, each of the Technical Committees that met identified Employability Skills and Habits as the first unit in all of their task lists. Instructional materials will be developed to reinforce these skills in all vocational education programs. Where appropriate, the utilization of Applied Communications, Applied Mathematics, Applied Biology and Chemistry, and a new series that the Division of Vocational Education has initiated, Workplace Readiness Skills, will be utilized as the instructional tools for this set of competencies.

RECOGNIZE VOCATIONAL STUDENT ORGANIZATIONS AS AN INTEGRAL PART OF THE EDUCATIONAL PROCESS

Student Organizations

Vocational student organizations are addressed in the Federal Legislation as an integral component of a vocational education program. Eight organizations provide unique leadership training opportunities involving parliamentary procedures, public speaking, community involvement and, most of all, an awareness of the world of work.

BPA - Business Professionals of America is an organization of students enrolled in business and office occupations at the secondary, postsecondary and four-year college levels.

Number of Chapters:	97
Number of Members:	1,470

DECA/DEC - Distributive Education Clubs of America (DECA) and Delta Epsilon Chi (DEC) are the co-curricular vocational student organizations for marketing education at the secondary and postsecondary levels respectively.

Number of Chapters:	20
Number of Members:	502

FFA - Future Farmers of America is the organization for students preparing for careers in the industry of agriculture. FFA activities and award programs complement instruction in the Agricultural Science & Technology curriculum by providing practical experience for students in the application of agricultural skills and knowledge.

Number of Chapters:	77
Number of Members:	3,413

PASI - Postsecondary Agricultural Student Organization of Idaho is the organization for students enrolled in postsecondary agriculture programs which do not lead to baccalaureate degrees.

Number of Chapters:	4
Number of Members:	46

FHA/HERO - Future Homemakers of America is a vocational education youth organization for young men and women in home economics and related occupations courses in public and private schools.

Number of Chapters: 74
Number of Members: 1,399

TSA - Technology Student Association is part of school industrial technology education programs and provides added dimensions to school/community activities.

Number of Chapters: 59
Number of Members: 178

VICA - Vocational Industrial Clubs of America offers leadership, citizenship and character development programs and activities to complement skills training available in the public schools, and postsecondary vocational-technical institutions.

Number of Chapters: 20
Number of Members: 663

State and National Leadership Development Conferences

State and National Student Leadership Development Conferences provide members an opportunity to attend workshops, business meetings, and competitive events. Officer candidate campaigns are also conducted at the conferences.

* Students and Advisors Attending Idaho State Conferences in FY 1990

BPA	DECA/ DEC	FFA/ PASI	FHA HERO	TSA	VICA
825	305/85	1,000/31	522	107	379

* Idaho Members and Advisors Attending National Conferences

BPA	DECA/ DEC	FFA/ PASI	FHA HERO	TSA	VICA
157	68/49	330/25	44	3	57

Joint Student Leadership Conference

* Fifty-eight secondary and postsecondary student officers attended a Joint Student Officer Leadership Training and Planning conference held in Boise on June 12-15, 1990. The conference provided training to student officers in the areas of: demonstrating effective methods of promoting vocational education, their school and community, their own vocational student organization, and themselves; applying techniques of effective communication in small and group situations and on a one-to-one basis; demonstrating and appreciating the different philosophies and programs of work with other vocational student organizations; speaking before a group using public speaking techniques; selecting and using protocol and etiquette appropriate to given public situations; assisting with the preparation of the program of work for their organization for the coming year using input from other officers and advisors in attendance; and explaining vocational education's role.

Student Day at the Legislature

* To acknowledge Vocational Education Week, officers from each student organization and representatives from each postsecondary vocational-technical institution participated in "a day at the legislature," a legislative luncheon sponsored by the State Council on Vocational Education, and attended legislative committees in session at the State Capitol. The students also participated in the proclamation signing ceremony in Governor Andrus's office which proclaimed the week of February 11-16 as Vocational Education Week in Idaho.

Governor Andrus signs Vocational Education Week Proclamation

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To celebrate Idaho's Vocational Education Week, all eighth grade students were mailed a copy of Career Success magazine. The magazine highlighted the "hot" careers of the 90's, giving students career path options in high school programs.

SUPPORT GROUPS

Idaho State Council on Vocational Education

The primary role of the Idaho Council on Vocational Education is to evaluate the effectiveness of vocational education. The thirteen member council is appointed by the Governor in keeping with State and Federal statutes.

The Council publishes an annual report and makes yearly recommendations to the State Board for Vocational Education, the Governor, the State Legislature, the business and industrial community, and the general public.

Vocational Education Foundation

The Idaho Vocational-Technical Education Foundation was established in October, 1983 as a nonprofit corporation for the purpose of stimulating and promoting the best interests of vocational-technical education in Idaho.

The Foundation solicited, received and administered scholarships from a number of sources; provided technical upgrading opportunities for instructors through technical workshops and summer industry employment programs; and acted as a liaison between industry and schools to expedite the transfer of surplus equipment for use in training students.

[redacted]

Invest in Success is the statewide Vocational Education marketing campaign. The purpose of the campaign is to: (1) educate students entering high school about opportunities available through vocational education programs; (2) education parents and others concerned with education about vocational education and the role it plays in our public schools; and (3) enhance the image of vocational education with the general public.

* During FY 1990, fifty-thousand placemats promoting vocational education were distributed. Slides and video tapes developed during FY 1989 were distributed to inform community groups and students about vocational education.

* Marketing vocational education was a major focus of the 1990 Vocational Education Summer conference.

Maintain Programs to Give Students the Specific Skills, Competencies, and Support Services Necessary to Enter One of the Technical and Skilled Occupational Fields

Vocational-technical education serves Idaho citizens who work or desire to work in skilled and technical occupations. As the state's primary educational system for employment preparation that does not require a baccalaureate degree, vocational education is a resource which contributes to the health of the state's economy and the prosperity of individuals and families.

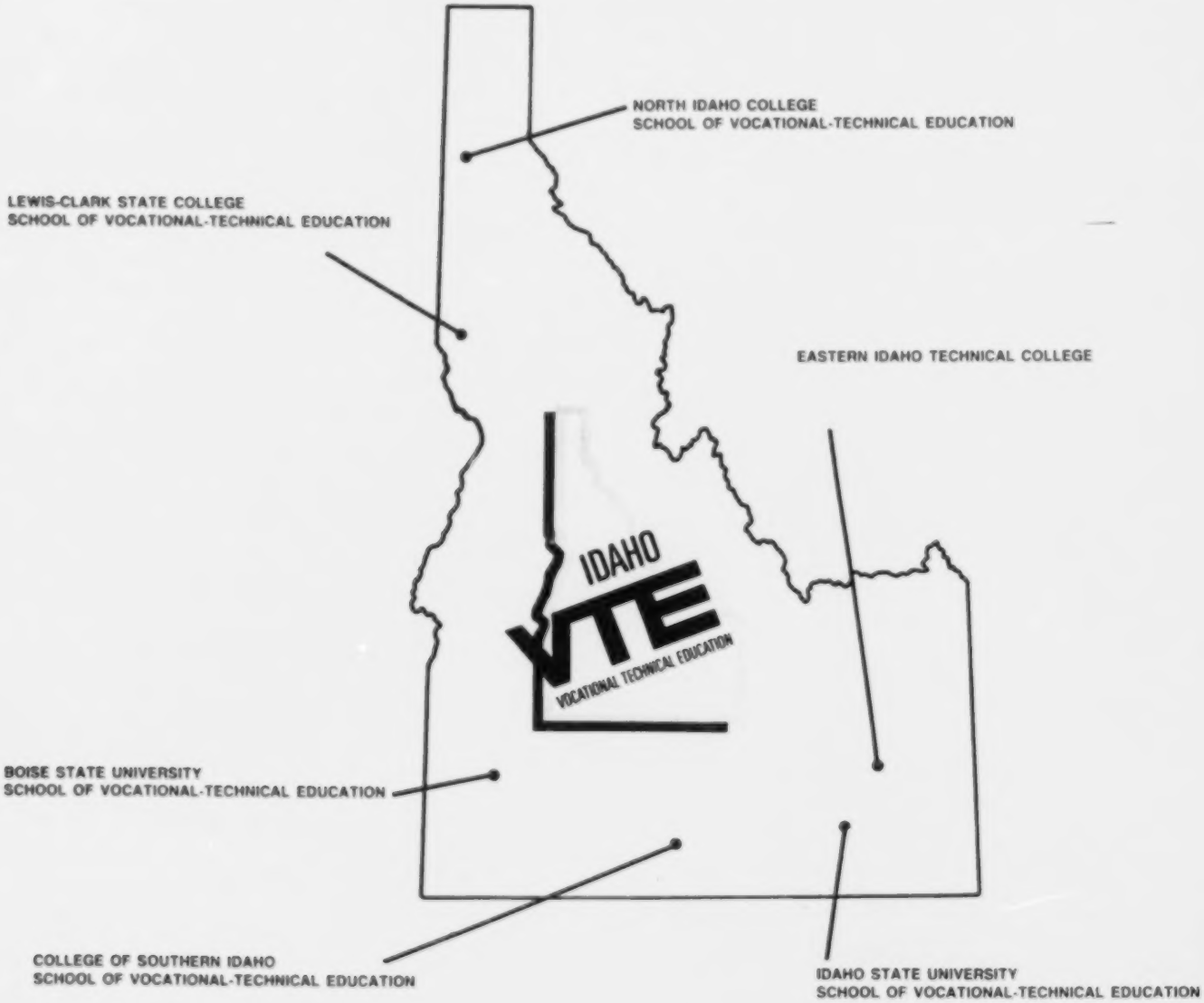
Idaho's vocational education programs are offered through the state's secondary schools and the six postsecondary vocational-technical institutions. In Fiscal Year 1990, 103 of the state's public school districts offered approved vocational programs. Vocational programs were also offered through the Idaho State School for the Deaf and Blind, Youth Services Center and the Robert Janss School. Idaho communities providing secondary-level vocational programs are listed below.

SCHOOL DISTRICTS OFFERING APPROVED VOCATIONAL PROGRAMS

Aberdeen #58
American Falls #381
Arco/Butte County #111
Arimo/Marsh Valley #21
Bancroft/North Gem #149
Blackfoot/Snake River #52
Blackfoot #55
Bliss #234
Boise #1
Bonner County #82
Boundary County #101
Bruneau- Grand View #365
Buhl #412
Burley/Cassia County #151
Challis #181
Caldwell/Caldwell #132
Vallivue #139
Cambridge #432
Cascade #422
Castleford #417
Clark County #161
Coeur d'Alene #271
Cottonwood #242
Council #13
Craigmont/Highland #305
Culdesac #342
Dayton/West Side #202
Dietrich #314
Emmett #221
Fairfield/Camas #121
Filer #413
Firth #59
Fruitland #373
Garden Valley #71
Genesee #282
Glenns Ferry #192
Gooding #231
Grace #148
Grangeville #241
Hagerman #233
Hailey/Blaine County #61
Hansen #415
Hazelton/Valley #262
Homedale #370
Idaho Falls/Idaho Falls #91
Bonneville # 93
Jefferson County #251
Jerome #261
Kamiah #304
Kellogg #391
Kendrick #283
Kimberly #414
Kootenai #274
Kuna #3
Lapwai #341
Leadore/South Lemhi #292
Lewiston #340
Mackay #182
Malad/Oneida #351
Marsing #363
McCall/Donnelly #421
Melba #136
Meridian #2
Middleton #134
Midvale #433
Minidoka County #331
Montpelier/Bear Lake #33
Moscow #281
Mountain Home #193
Mullan #392
Murtaugh #418
Nampa #131
New Plymouth #372
Nezperce #302
Notus #135
Orofino #171
Parma #137
Payette #371
Plummer/Western Benewah #42
Pocatello #25
Post Falls #273
Preston #201
Rathdrum/Lakeland #272
Rexburg/Madison #321
Richfield #316
Ririe #252
Rockland #382
Salmon #291
Shelley #60
Shoshone #312
Soda Springs #150
St. Anthony/Fremont Co. #215
St Maries #41
Sugar City/Sugar Salem #322
Terreton/West Jefferson #253
Tetonia/Teton #401
Troy/Whitepine #284
Twin Falls #411
Wallace #393
Weiser #431
Wendell #232
Wilder #133
Worley #275

Vocational programs at the postsecondary level are provided through the six postsecondary vocational-technical institutions located in the six planning regions of the state. Forty-four different programs are offered, on a full- or part-time basis, on campuses of the institutions in the postsecondary system. The postsecondary vocational-technical institutions coordinate programs for adult upgrading and retraining, customized training, related instruction for apprentices, adult basic education, and services through the Centers for New Directions (displaced homemaker centers). These programs are provided on campuses, in outreach centers, or at industry locations.

POSTSECONDARY VOCATIONAL-TECHNICAL INSTITUTIONS



Funding

The State of Idaho provides the majority of financial support to vocational education. In recent years, the State has provided about 80 percent of the appropriated funds for vocational education with 20 percent coming from the federal level. (These percentages do not include local contributions.)

State and federal appropriated funds provide the basic infrastructure for the delivery of vocational-technical education programs in Idaho.

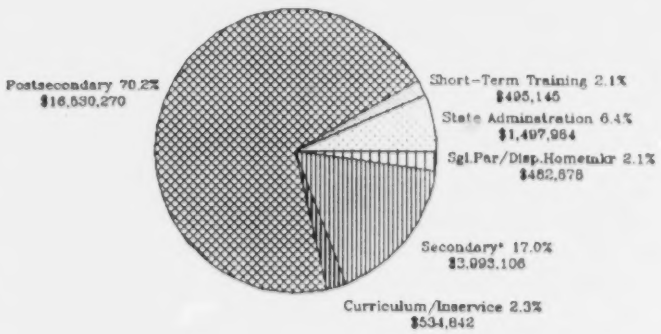
Federal funds are primarily targeted for service to special population groups (57 percent) and for program improvement (43 percent). Federally targeted groups are: disadvantaged, handicapped, the incarcerated, adults in need of special retraining, and grants to provide equitable opportunity for students in programs nontraditional for their gender. Additionally, limited funds are provided for consumer homemaking programs and increased vocational services through community based organizations.

Secondary programs are supported primarily through local and state foundation program resources. Vocational education funds are intended to be a supplement for the "added cost" of operating a vocational program. These supplemental funds pay for program improvements, enhancements, and modernization of existing programs or may be used to expand or initiate new programs.

Postsecondary programs are fully supported for instructional costs through the vocational education state appropriation. Local taxes and student fees, even at the community colleges, are not intended as a source of revenue for instructional costs of programs. Fees, tuition and local taxes help cover the costs of maintaining and operating facilities, grounds and related overhead. Consequently, fees and tuition assessed students do not contribute to the support of the instructional program.

Short-term training programs receive little support from the state and federal appropriations for vocational education. These programs are primarily funded by user fees, employer contributions or outside funding sources.

Vocational Education Expenditures
FY 1990



*includes $43,238 for Corrections

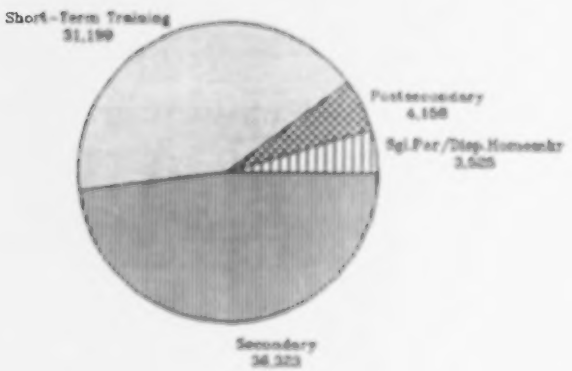
Student Enrollment

Secondary school enrollment of 36,323 includes students in the following vocational programs: Agriculture Science and Technology Education; Business Education; Consumer Homemaking Education; Health Occupations Education; Industrial Technology Education; Marketing Education; Multi-Occupations Education; and Trade, Industrial and Technical Education. Some duplication may have occurred in this count as students may have been enrolled in more than one program during the year. Students may have attended for 1 hour per day for 1 enrollment period, or as much as 2 hours per day for the entire school year. The FY 1990 secondary public school population for grades 9-12 was 58,823. It is reasonable to conclude that approximately 1/2 of the public school population received some vocational education during FY 1990.

The postsecondary enrollment of 4,156 includes the unduplicated number of part-time and full-time students enrolled in postsecondary preparatory programs.

The short-term, adult enrollment of 31,199 may include duplicate counts. The majority of vocational adult instruction is conducted on a class basis. One individual may enroll in more than one class. The average attendance for each adult was 27 hours.

Enrollment FY 1990 - 75,204
(Appropriated Funds)



Excludes enrollment from sources other than appropriated funds

Idaho Postsecondary Vocational-Technical Institutions

PROGRAMS and OPTIONS

AGRICULTURE EDUCATION	(Length of Program in Months)					
	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
Agricultural Business & Management		9/18				
Agricultural Power Machinery	9		11/20		18	
Aquaculture		9				✓
Dairy Technology		9				
Horticulture	18					
Farm & Ranch Management		[illegible]				
BUSINESS & OFFICE EDUCATION						
Busn. Data Processing & Related Prog.				[illegible]		18
- Application Programmer				✓		
- Programmer/Operator				✓		
Business & Office Occupations	9/18	9/18	11/20	14	9/18	9
- Bookkeeper/Accounts Clerk	✓	✓	✓		✓	
- Secretary		✓	✓	✓	✓	✓
- Medical Secretary			✓	✓	✓	
- Technical Typist				✓		
- Legal Secretary			✓	✓	✓	
- Executive Secretary					✓	
- Word Processing Operator	✓		✓		✓	✓
- Word Proc./Office Automation	✓	✓	✓		✓	
- Clerk Typist/Receptionist			✓			✓
- General Office Technology		✓	✓			
Legal Assisting					9/18	
HOME ECONOMICS EDUCATION						
Child Development, Care & Guidance	18	11/18	23			
Food Service	9/18			2-11		10
- Cullinary Assistant				✓		
- Hospitality Assistant				✓		
- Fry Cook				✓		
- Dinner Cook				✓		
- Assistant Food Manager				✓		
MARKETING & MANAGEMENT						
Marketing & Management	18	9/18	9	11/20	9/18	
- Hotel/Motel		✓				
- Fashion Management/Merchandising		✓				
- Retail Merchandising		✓		✓		
- Food Marketing & Management				✓		
- Mid-Management		✓				
- Distribution					✓	
Hospitality & Recreation Marketing					9/18	

HEALTH OCCUPATIONS EDUCATION	(Length of Program in Months)					
	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
Dental Assisting	9		9			
Dental Lab Technology				11/16		
- Crown & Bridge				✓		
- Complete Denture				✓		
- Crown & Bridge/Complete Denture				✓		
Surgical Technology	9					
Practical Nursing	11	11	11	11		11
Respiratory Therapy Technology	12					
Medical Assisting		10				
TRADE/INDUS. & TECH. EDUCATION						
Aircraft Mechanics				[illegible]		
- Air Frame				✓		
- Power Plant				✓		
- Power Plant & Air Frame				✓		
Automobile Body Repair	11	[illegible]		14	9/18	10
- Advanced Unibody Repair		✓				
Automotive Mechanics	11	24	14/20	14	9/18	11
Auto Parts Distribution					9	
Business Machine Repair	18			11		
Carpentry						10
Chemical Technology			20			
Civil Technology				18		
Communication Electronics				18		
Cosmetology				2/14		
- Nail Sculpturing				✓		
Diesel Engine Mechanics	11	11/20	18/23	11-20	18	11
- Truck		✓				
- Tractor		✓				
- General Diesel				✓		
- Diesel Electric Technology				✓		
Drafting	18	11/20		4-20	9/18	18
- Machine Structure				✓		
- Design Drafting Technology				✓		
- Electromechanical				✓		
- Integrated Circuit				✓		
- Civil Engineering					✓	
- Mechanical Design					✓	
Electrician				11		
Electromechanical Technology				20		
Electronic Technology +		11	11/18	27	9/18	18
- Digital Service Technology		✓			✓	
- Electronic Service Technician			✓			

TRADE/INDUS. & TECH. EDUCATION	(Length of Program in Months)					
	Boise State University	College of Southern Idaho	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College
- Electronic Service Technician			✓			
- Radio Communication					✓	
- Computer Systems Analysis					✓	
- Video Systems Repair					✓	
Fire Control & Safety Technology	18	18	18	18	18	
Graphic & Printing Communications				[illegible]	9/18	
- Offset Printing				✓	✓	
- Typesetting & Pasteup				✓		
- Color Stripping					✓	
- Photo Offset Printing				✓		
- Phototypesetting & Pasteup				✓	✓	
Hazardous Materials Technician			18			
Heating, Air Cond. & Refrig. Mechanics	9	11/20				9
Industrial Electronics	18					
Industrial Machinery Maint. & Repair	9					11
Industrial Production Technologies	18		11/20		9	
Instrumentation Technology				20		
Law Enforcement		6		9		6/18
Laser Electro-Optic Technology				20		
Lineworker	9					
Machine Shop	18			18		18
- General Machinist				✓		
- Machine Tool Technician				✓		
Major Appliance Repair					9	
Marine Mechanic						10
Millwork & Cabinetmaking		11				
Quality Control Technology			11/20			
Radiation Safety Technology			9/20			
Security Services			9			
Semiconductor Technology	18					
Small Engine Repair	9	11/20				
Telecommunications Technology				18		
Truck & Bus Driving	[illegible]					
Upholstering				14/18		
- Furniture Upholstery				✓		
- Auto Upholstery				✓		
Water/Wastewater Technology	11					
Welding	11	11/20	14	9/18	18	10

✓ = *Options within approved programs (areas of specialization within approved programs are not shown)*

\+ = The first nine months of the Electronics Curriculum is standard at all institutions. A student may take the first year of the program at any school and then transfer to another for minor specialization or completion of a full option.

Programs of Instruction

Vocational Education programs provide knowledge and skills for technical and skilled occupations below the baccalaureate level. Programs are delivered when and where they are needed to fill an employment demand. Consequently, some programs are delivered in numerous locations statewide, others are unique to a particular geographic area. Vocational Education is organized around the following programs of instruction:

Agriculture Science and Technology Education. Agriculture includes all of the industries directly involved in the production, processing, and distribution of farm products and their derivatives. Vocational education programs in agriculture involve skills and technical information related to all phases of the production of food and fibre. Programs include those that prepare men and women for occupations in animal production and care, agriculture business, agriculture industrial equipment and service, farm management, agricultural products processing, horticulture, and production agriculture.

Business Education. Programs in business education provide opportunities for preparation in selected office occupations. Students are involved in a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. Employment programs include data processing, accounting, and administrative support occupations such as legal and medical secretary.

Consumer Homemaking Education. Consumer homemaking programs include the study of human development, nutrition and foods, textiles and clothing, management of resources, and housing. Consumer homemaking programs prepare males and females for their roles as individuals and family members in addition to preparing students for the coordination of work and family life.

Health Occupations Education. Health Occupations Education prepares persons to be safe, effective health care providers in a variety of settings including medical offices, hospitals, nursing homes, state institutions and private homes. Program graduates care for the sick and injured and provide information about disease prevention and health promotion in licensed and unlicensed occupations such as dental assisting, practical nursing, medical assisting, surgical technology, nursing assisting, respiratory therapy technology and dental laboratory technology.

Industrial Technology Education. Programs which provide prevocational or pretechnical knowledge and skills are included in industrial technology education. These programs emphasize the application of basic scientific principles and theories to the world of work, focusing on the processes of industry using tools and machines. Industrial technology programs provide a prevocational foundation upon which further education in vocational education may be developed.

Marketing Education. Marketing involves the activities that direct the flow of goods and services including their appropriate utilization from the producer to the consumer or user. Vocational marketing education emphasizes the concepts by focusing on the activities of buying, transportation, storage, sales, marketing research, communications, finance, risk bearing, and promotion. Students gain skills for occupations in areas such as retailing, food and restaurant marketing, fashion merchandising, inventory control, and small business management.

Multi-Occupations Education. A cooperative vocational education program coordinating classroom instruction with employer-based training experiences in any vocational discipline may be a multi-occupations program. These programs provide an opportunity for schools, particularly in small communities to offer vocational education with supervised employer based training activities by using a variety of occupational areas reflected in the community.

Trade, Industrial and Technical Education. Trade and industrial education includes a wide variety of occupations involved in the production, processing, assembling, testing, maintaining, servicing, and repairing a product or commodity. Programs provide instruction in basic manipulative skills and safety judgment. Programs include related occupational information in mathematics and science necessary to perform successfully on the job. Vocational trade and industry programs prepare people for jobs including construction, plumbing, electrical, metal and electronics trades, mechanics, auto body repair, graphic occupations, and cosmetology.

FY 1990 Enrollments for Vocational Secondary, Postsecondary and Short-Term Adult Programs of Instruction

	Secondary	Postsecondary	Short-Term Training	Total
Agriculture	5,296	293	741	6,330
Business	10,737	1,044	7,866	19,647
Health	186	322	3,767	4,275
Consumer Homemaking	13,465	0	390	13,855
Occupational Homemaking	351	167	944	1,462
Marketing	1,359	400	5,294	7,053
Industrial Technology	933	0	0	933
Trade & Industrial	3,894	1,389	12,044	17,327
Technical	0	710	153	863
Multi-Occupations	102	0	0	102
	36,323	4,325 *	31,199	71,847

* Includes enrollment funded from sources other than appropriated funds.

1990 Award Winning Programs

* The *1990 Postsecondary Program of Study and Training Award* was presented to the Law Enforcement program at the College of Southern Idaho, School of Vocational-Technical Education. The Law Enforcement program has been in existence for twenty-five years and is approved by the Peace Officer Standards and Training (POST) Council. The program uses more than thirty instructors that are experts in the law enforcement industry, including Idaho State Police, city police, county sheriffs, Idaho Bureau of Investigations, U.S. Border Patrol, fire departments, law firms and prosecutor's office, as well as CSI instructors.

* The *1990 Postsecondary Short-Term Training Program Award* was presented to the IDAHOST Program at the six postsecondary vocational-technical institutions in the state. IDAHOST was developed in FY 1989 by Boise State University in cooperation with the State Division of Vocational Education, the Centennial Commission and the Department of Commerce. The course was approved by the Centennial Travel, Tourism and Hospitality Committee. IDAHOST is a six hour course that includes customer service hospitality training, such as, the economics and social importance of hospitality to the state of Idaho, first and last impressions, communications, handling difficult situations and information about the Centennial and Idaho. Over 7,000 have attended IDAHOST courses in 78 communities across the state. Other states have requested information and assistance in developing a similar program for their state.

* The *1990 Postsecondary Program of Service Award* was presented to the College of Southern Idaho, School of Vocational-Technical Education, Center for New Directions' Program for Employment Education Readiness (PEER)/Workplace Basics. The Center for New Directions developed a series of classes known as PEER, Program for Employment/Education Readiness which provide information on a variety of topics including self-esteem, communication skills, stress management techniques, career exploration and information about returning to school.

* The *1990 Secondary Program of Study and Training Award* was presented to the Agriculture Science and Technology Program at Burley High School. The Agriculture Science and Technology Program couples a comprehensive curriculum with encouragement for individual student

achievement. Students are taught skills and competencies and are provided the opportunity to use their abilities in a variety of competition and award programs. This program has been recognized repeatedly by the news media and is the first and only high school in the nation to be featured in the *Lincoln Electric Stabilizer* magazine, in the Arc Welding Instruction section.

* The *1990 Secondary Program of Service Award* was presented to the Needs Assessment Program at the Robert Janss School, Idaho Department of Correction. The Needs Assessment Program at the Robert Janss School provides needs assessment and counseling to offenders remanded to the Idaho Department of Correction. Since 1983, this program has tested and interviewed approximately 900 offenders annually and has operated continuously throughout the year since its beginning.

Idaho's Space Expo Project

The *Challenger Seven Fellowship Award* was founded by the families and spouses of the Challenger Flight 51-L astronauts. The award was established to honor space-age pioneers in education and to encourage development of creative space related projects that are innovative, multi-disciplinary, technology-driven, and oriented to problem solving and teamwork. Idaho's Space Expo project was selected from numerous international proposals, including finalists from Hawaii and South Korea.

* During FY 1990, over 1,500 Idaho students, teachers, administrators and community patrons participated in the year-long Space Expo Project. The space station design and floor plan, patches, uniform and station flag were selected from entries received from secondary students competing in six statewide contests. Twenty junior and senior high students were selected for the two live-in sessions which were held in March, 1990.

  During the live-in sessions, student/teacher astronauts performed several realistic space related experiments and activities. Vice-President Quayle, NASA representatives Barbara Morgan and Jane Smith, wife of the Commander of the Challenger flight, called in on the mobile phone. The conversations and voice contacts over the short wave radio proved to be some of the "emotional" highlights of the project.

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Provide Vocational Programs to Assist Experienced Workers in Upgrading Their Skills or Redirecting Their Careers

Upgrade Training

Upgrade Training is for adults in the workforce who are in need of supplemental instruction to maintain and/or advance in their current employment, and desire to pursue a new occupation.

* Short-term upgrade classes were offered through the six postsecondary vocational-technical institutions in the state. Over 1,300 classes served 19,803 adults in short-term training from automotive electronics to welding. Classes were held on the campuses of the six postsecondary vocational-technical institutions and outreach centers in towns such as Bonners Ferry, Sandpoint, Orofino, Grangeville, Caldwell/Nampa, Glenns Ferry, Jerome, Challis, Buhl, Blackfoot, Soda Springs, Ashton, and St. Anthony.

Apprenticeship Training

Postsecondary related instruction for apprentices provides classroom and/or laboratory instruction in conjunction with employer-based training to registered apprentices. These programs are conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union.

* During FY 1990, more than 60 related instruction classes were offered serving 685 registered apprentices.

Firefighter/Hazardous Materials Training Programs

Idaho relies heavily on the expertise of volunteer as well as paid firefighters. There are approximately 800 paid firefighters in 37 departments and 3,700 volunteers in 182 departments serving the cities and municipalities of the state.

Firefighters must have knowledge of the nature, physics and chemistry of fires, the combustion process, and the identification and handling of hazardous materials. Similar hazardous materials knowledge is needed by other first response personnel. Training for firefighters frequently results in lower fire insurance premiums for local units of government.

* In FY 1990, 2,611 paid and volunteer firefighters attended fire service training classes and 1,280 firefighters and first responders attended hazardous materials training classes.

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Retraining Programs

Retraining programs provide training to individuals who have been laid off due to a plant closure or other reduction in employment due to technological change.

* In FY 1990, one retraining program was offered through the School of Vocational-Technical Education at Boise State University. This program was a "lay-off diversion" project and provided retraining in the electronics field to 17 Hewlett-Packard workers.

GOAL IV - Assure Access to Vocational Training for All Participant Groups and Individuals

Provide Awareness and Exploration of Career Alternatives to All Students

Vocational Equity Projects and Activities

The intent of vocational equity funds is to improve vocational programs, and provide services and activities to eliminate gender bias and stereotyping. Eleven projects were funded at the secondary level and eighteen projects at the postsecondary level in FY 1990.

Improve Assessment and Counseling Opportunities to Help Students Understand Their Aptitudes and Choices

Guidance and Counseling Projects

The Idaho Comprehensive Guidance and Counseling Program Model was adopted by the State Board of Education as the official guide for Idaho. The guidance model is intended to assist school counselors and administrators as they move from an ancillary service mode into a comprehensive guidance and counseling program. The model enlists a team approach to a developmental delivery of guidance and counseling in schools. The team must have administration, community and faculty support because it is not ancillary, but curriculum based.

* One of the goals of the Idaho Foundation for Vocational-Technical Education during FY 1990 was soliciting support for career centers as part of the statewide effort to implement the Idaho Career Guidance Model. The Foundation was instrumental in acquiring more than $62,000 in furniture and equipment for school districts implementing the model.

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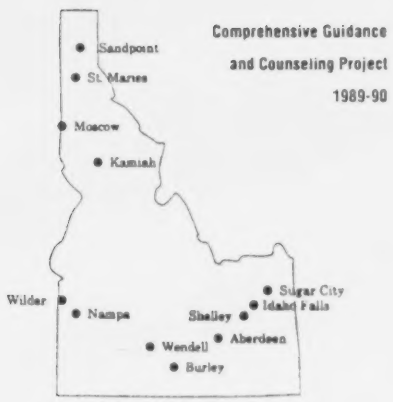

* In FY 1990, a grant to implement the secondary-level component of the Idaho Comprehensive Guidance and Counseling K-12 Developmental Program Model into twelve Idaho school districts was funded by the State Division of Vocational Education and the National Occupational Information Coordinating Committee (NOICC). Idaho was one of six states selected nationally by NOICC to develop a statewide model for comprehensive guidance and counseling, and a plan to implement this model into pilot sites.

  All pilot districts were asked to assemble a district guidance team consisting of an administrator, counselor and lead teacher. Technical assistance was provided to the pilot districts by a Project Consultant Team which included representatives from the state's three counselor education institutions, the State Department of Education, State Guidance Model writers, the Idaho School Counselor Association, and the Idaho Career Development Association.

* The Idaho Guidance Curriculum Catalog was printed and mailed to Idaho school counselors. The catalog includes guidance resource materials and classroom learning activities that are available to Idaho school districts on a 14-day loan basis.

Idaho Career Information System

The Idaho Career Information System (CIS) is a primary source of information that helps people in Idaho successfully plan their careers and seek work. CIS contains localized information about occupations, their related educational programs of study and training, and the schools that offer them. There is nationally compiled information on postsecondary schools and financial aid. The information was used by over 40,000 students and adults during the year to assist them in achieving their career goals.

FY 1990 marked the 10th anniversary for CIS in Idaho. During that time, the system expanded to include information files on apprenticeship, job search, entrepreneurship, military, Idaho employers, and financial aid including scholarships. These components were added to the ongoing information development activities of updating and adding occupations and educational programs, and surveying Idaho schools each year.

* The number of scholarships in the Financial Aid file increased to approximately 750 during FY 1990.

* CIS helped sponsor and conduct seven regional counselor workshops to discuss counselor related issues and new CIS

enhancements. Approximately 300 counselors attended the regional workshops representing a record turnout.

* The number of sites using CIS increased by 11 percent from 180 to 200. They include 103 secondary schools, 22 postsecondary sites, 24 Job Service local offices, 18 Vocational Rehabilitation offices, and 33 other sites statewide.

Recognize and Serve Populations who have Special Barriers Which Make it More Difficult for Them to Enter the Workforce

Hispanics

In October, 1989 the State Board for Vocational Education appointed a special task force to study Hispanic youth participation in vocational education programs. Task force membership included representation from the Idaho Hispanic Commission, Idaho Migrant Council, school administrators and faculty, school boards, students, Department of Employment, and business and industry.

The participation of Idaho Hispanic students in vocational education has been historically lower than the general population. The State Board charged the task force to find out why Hispanic student participation is low and to make recommendations for improvement.

* Idaho was selected as one of eight states in the nation to participate in the *National Institute: Building Linkages for At-Risk Youth & Adults Through Vocational Education*. The Institution was sponsored by the National Center for Research in Vocational Education at the University of California, Berkeley. The Hispanic Task Force Steering Committee members attended a three-day meeting where they gained increased knowledge about the needs of at-risk populations. The Steering Committee used the information in framing Idaho's Hispanic Youth Dropout Prevention action plan.

* A series of community meetings conducted by the Task Force focused on "Why are Hispanic youth dropping out of school?" and "What are some solutions to prevent Hispanics from dropping out?". The Hispanic community focus groups met in Marsing, Wilder, Caldwell, Twin Falls, Heyburn, Blackfoot, and Idaho Falls. Forty to sixty people attended each meeting and discussions were held in both English and Spanish. Parents, students and other interested school and community representatives participated.

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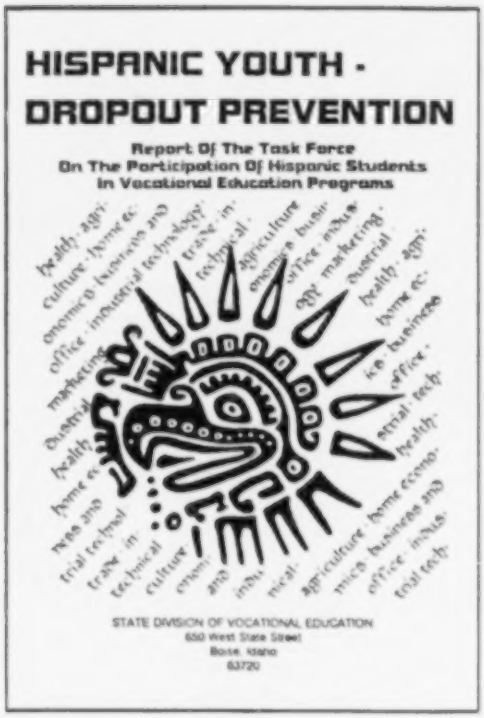

- The Task Force identified critical issues that need to be addressed by the family, the school and the community. A suggested action plan was developed. The solutions were grouped into five areas: school improvements; guidance and counseling; community/parental/family involvement; prejudice/discrimination; and student assistance.

- The Chair and two Task Force members presented the results of the community meetings and recommendations to the State Board for Vocational Education in April, 1990. Members of the Task Force had opportunities to present the outcomes of the community meetings to a number of organizations and special groups.

- The State Board of Education, which has been looking at the needs of Hispanic students in Idaho, has appointed an Education Task Force in FY 1991 to examine how the public education system, from kindergarten through the university level, serves or fails to serve Idaho's Hispanic community. The State Division of Vocational Education will continue its efforts to recruit and retain Hispanic students in vocational education programs.

- The Task Force's final report *Hispanic Youth - Dropout Prevention* is printed in English and Spanish. Copies are available from the State Division of Vocational Education.

- In FY 1990, the State Division of Vocational Education joined the National Association of State Directors of Vocational Technical Education Consortium, National Community Based Organization Demonstration Project. The project focuses on the development of collaborative partnerships between vocational education, community based organizations (CBO's), and employers for the delivery of more effective and efficient vocational education services to at-risk populations. The State Division of Vocational Education will be developing guidelines for joint pilot projects between local educational agencies and community based organizations. The purpose of the projects will be to recruit and retain Hispanic students into approved vocational and applied technology education programs.

Single Parents and Displaced Homemakers

Single parents and displaced homemakers receive services through a network of service centers called "Centers for New Directions." The centers are located on the campuses of the six postsecondary vocational-technical institutions. The centers provide intake and orientation; personal, career and educational counseling;

assessment and testing; life skill development; skills training pre-employment and pre-training preparation; and support services. Outreach designed to locate and serve rural single parents and homemakers who cannot attend on-campus activities are also provided through the centers.

* The Centers for New Directions sponsored 331 activities which included: intake/orientation; personal, career and educational counseling; assessment and testing; life skill development; pre-employment and pre-training preparation; and supportive services.

* A total of 3,526 single parents and homemakers were served through the individual counseling services and center sponsored activities. Of the single parents and homemakers served, 783 entered the labor market and 756 entered training.

* Each Center was awarded a Vocational Equity grant to provide pre-vocational training and/or financial incentives for participants to enter a nontraditional vocational-technical education program.

* The Centers coordinated with representatives from Health and Welfare in the development of a plan for serving welfare clients under the new JOBS program.

Economically Disadvantaged

JTPA 8% State Education and Coordination Grant Funds

The JTPA 8% State Education and Coordination Grant funds are administered by the State Division of Vocational Education. The Education funds were used to provide programs that serve statewide populations (three Service Delivery Areas/Districts or more). Coordination Funds were used to facilitate the coordination of education and training services.

Projects funded under the 8% Education Funds were:

* *Idaho Career Information System* which provided CIS to 1,323 JTPA eligible youth and adults enrolled in programs operated by the Northwest Children's Home, Department of Correction, Alcoholic Rehabilitation Association, Inc. and Youth Services Center.

* *Alcoholic Rehabilitation Association, Inc.* which provided job-related counseling, personal counseling, job seeking skills, job development, referral and placement activities to 52 JTPA eligible adults and youth who had recently been treated for alcoholism and other drug dependencies.

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* *Department of Correction* which provided job seeking, job keeping and work maturity skills instructions; GED tutorial, remedial education, and high school diploma instruction and placement services to 1,127 JTPA eligible youth and adults through the Robert Janss School.

* *Youth Services Center* which provided classroom instruction on job seeking, job keeping and work maturity skills; career exploration, high school academic courses, and pre-employment skills (ages 14-15) for 109 JTPA eligible youth. Participants 16 years of age and older were provided with appropriate work experience and placement services.

* *Northwest Children's Home* which provided job seeking, job keeping and work maturity skills instruction; GED tutorials, and high school academic classes for 35 JTPA eligible severely disturbed youth. Participants 16 years of age and older were provided with appropriate tryout employment and work experience to enable them to increase their employability.

* *Consortium of Vocational-Technical Institutions* (CAVES) provided funding for the referral of 268 JTPA eligible youth and adults into existing full-time vocational programs. Group training projects operated through CAVES served 82 participants.

  Students in the Twin Falls, Pocatello and Idaho Falls Teen Parent Programs received additional services through CAVES JTPA 8% funds in cooperation with the Department of Employment. CAVES JTPA 8% funds were provided for work experience, vocational exploration, on-the-job training and tryout employment. The Department of Employment provided funding for staff positions to provide career counseling, assessment, job seeking skills and job development for these programs.

  Placement services were provided to all participants.

Other JTPA Funds

The postsecondary vocational-technical institutions were a major service provider for other JTPA funds including Title II/A (Adult and Youth Program), Title II/B (Summer Youth), Title IV/C (Veterans Program), 3% Set-aside (Older Workers) and Title III (Dislocated Workers).

Number of Participants Served
Other JTPA Funds

Skills Training:	858
Title II/A and 3%	675
Title III	119
Title IV/C	64
Adult Basic Education and Remediation:	631
Title II/A and II/B	

Teenage Parents

Teen parent programs help students reach three major goals: (1) attain a high school diploma; (2) develop employability skills; and (3) develop appropriate parenting skills. A combination of funding sources help support teen parenting programs which provide a second chance for teen mothers and fathers. Child care is a critical component that is included in each teen parent program. Parenting education is also an integral part of the teen parent programs.

For the past four years Single Parent/Homemaker funds in addition to some Consumer Homemaking set-aside funds have been targeted to meet the individual needs of the various communities in Idaho. Local support is critical to the success of these programs since state and federal funds are minimal and are primarily used for start-up purposes.

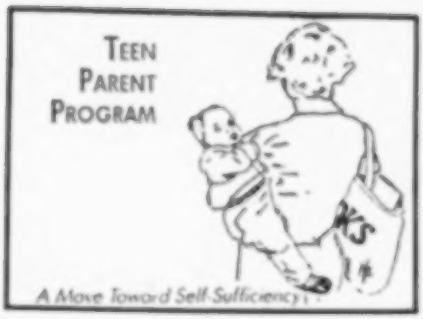
In-school teen parent programs allow students to attend a comprehensive high school and select from the range of classes offered in that school. Teen parents are required to participate and work in the child care center under the supervision of a trained professional and take parenting education as part of the program.

Teen parent programs can also operate as a separate program or part of an alternative high school. In a separate program, teen parents take required classes for high school graduation in addition to Child Development and Parenting Education. Parents are required to participate and work in the child care center under the supervision of trained professionals. Helping teen parents develop positive employability skills and explore career options are integral parts of the curriculum.

A strong component of these programs is the coordination and referral strategies that are used to provide comprehensive services to teen parents. Health departments, Job Service offices, Health and Welfare, and private social service agencies and other community based organizations assist in teen parenting efforts.

Teen Parenting Enrollments and Graduates in FY 1990

Program	Students Served	Students Graduated
Booth Memorial	90	13
Canyon Alter.	62	7
Coeur d'Alene	41	20
Idaho Falls	58	11
Magic Valley	60	19
Nampa	60	23
Pocatello	35	8
St. Maries	6	4
TOTALS	412	105



- A committee met and drafted a State Teen Parenting Curriculum. The draft will be pilot tested during fiscal years 1991 and 1992.

- The Teen Parent Committee produced a brochure, *Teen Parent Program, A Move Toward Self-Sufficiency*, to inform parenting teens and the public about vocational teen parenting programs.

Handicapped and Disadvantaged

Over one-half of Idaho's public schools used Special Needs funds to help more than 12,000 students who needed additional services to succeed in vocational education programs. Services ranged from prevocational hands-on introduction to vocational programming to job placement and follow-up. Other services included instructional aides, materials, team teaching, modified equipment, student assessment, remediation and staff in-service programs.

Alternative schools in Boise, Nampa, Coeur d'Alene, Twin Falls and Idaho Falls receive some services through vocational special needs.

Resource centers are located on the campuses of the six postsecondary vocational-technical institutions. The resource centers provide students with assistance in developing their reading and math skills.

Special Populations

The Carl D. Perkins Act provides opportunity for eligible recipients and community based organizations, which have demonstrated effectiveness, to provide special vocational education services and activities.

Five projects were funded in FY 1990:

- *The Alcoholic Rehabilitation Association, Inc.*, in cooperation with Idaho Falls School District #92 facilitated group and individual counseling for teen parents in the daytime program at Skyline High School and the Continuation High School. Fifty-six teen parents received services which included: group alcohol/drug sessions; group therapy sessions; individual alcohol/drug sessions; individual counseling sessions; vocational assessment; and homebound teacher service when either mother or infant was ill. The project also provided a research survey of students, and expanded resources and readings for students.

- *Challenge Group Home*, in cooperation with Nampa School District #131 provided prevocational preparation, basic skills development, and work experience for 16 developmentally and/or emotionally impaired sexual abuse victims and/or offenders. Students were provided with work experience which included building specific work skills, interpersonal skills, and money handling skills. The participants are employable or ready to enter a training program as a result of this project.

- *The Coeur d'Alene Women's Center*, in cooperation with the Center for New Directions at North Idaho College, School of Vocational-Technical Education provided 19 teen parents (16-21 years of age) with information, encouragement and support in acquiring education and training to enable them to attain self sufficiency. The program combined individual counseling and assessment with a six week (18 hour) class designed to raise self-esteem, set and achieve goals and manage time and stress constructively. Participants were given information about available educational programs at North Idaho College, how to apply for financial aid and how to select an appropriate educational goal. All participants went through the Idaho Career Information System as an aid in career decision making. Of the 19 enrolled participants, 11 have enrolled in an educational program, four plan to enroll once financial aid is secured and child care arrangements can be made.

- *The Idaho Migrant Council*, in cooperation with Boise State University, School of Vocational-Technical Education provided counseling services to 31 Hispanic youth in Canyon County. The counselors talked with participants about goal setting, completing school and/or gaining specific training, communicating with their parents and planning for the future. Participants served through this project included high school students as well as high school dropouts.

- *The Shoshone County Women's Resource Center*, in cooperation with the Center for New Directions at North Idaho College, School of Vocational-Technical Education provided life skill/motivation classes to 65 youth. The classes emphasized taking charge of one's own life and using education to build a better future. The majority of participants were recruited from the Department of Juvenile Probation and the Kellogg Alternative School. As a result of this project, 35 youth entered or were persuaded to continue their high school education. Three youth graduated from high school, two received their GED, and two entered the armed forces during the project year.

Adults Lacking Basic Education Skills

Through an agreement between the State Department of Education and the State Division of Vocational Education, Adult Basic Education (ABE)/General Educational Development (GED) services are provided at ABE Centers located on the campuses of the postsecondary vocational-technical institutions.

* In FY 1990, the ABE program served 11,171 students. Of these, 46% were between the ages of 16-24, 45% between 25-44, 8% between 45-59 and 1% 60 and over. It is estimated that 81%, or 9,048, of these adults and youth were functioning below the ninth grade level in at least one of the basic skills of reading, writing or computation.

* The GED battery of five tests was passed by 1,441 students, and 716 students obtained the high school diploma. In addition, the Centers either coordinate with or directly administer JTPA youth programs, Homeless Literacy projects, displaced worker programs, workplace literacy, and Amnesty English Literacy projects. For instance, the state's ABE programs instructed 1,807 Amnesty applicants in the English language and citizenship. These student numbers were not included in the ABE total numbers since funding was from a different source. Outreach activities were conducted in 71 communities. Thirty-seven percent (4,174) of the total number of students were served in the outreach areas. Times of instruction at outreach sites varied from as little as once a week to several sessions per week, depending on the number of students and available resources.

* Where large numbers of potential students are located, the adult learning centers have opened full-time satellites. Boise State University operated a full-time center in Nampa; the College of Southern Idaho operated a full-time facility in Burley; and Idaho State University established a volunteer-operated center in Blackfoot and one store-front satellite in a Pocatello shopping mall.

Establish Greater Flexibility in Scheduling, Entry/Exit Options and Off-Site Locations

Postsecondary and Secondary Articulation

Articulation of programs between secondary schools and postsecondary institutions allows students to acquire credits which will transfer to the postsecondary programs or to master competencies which don't have to be repeated.

A College Entrance Admissions Committee was appointed by the State Board of Education in FY 1990 to review the college admission standards. Committee membership included representation from registrars, school administration, liberal arts, guidance counselors, high education, vocational education and the State Department of Education. The committee met regularly during the year to review the college admission standards. Public input was encouraged at each of the meetings.

The Committee presented recommendations to the Academic Affairs and Program Committee of the State Board of Education at their April, 1990 meeting. Two important recommendations that impact vocational education were:

> Two credits of vocational education from State Division of Vocational Education approved courses in Agricultural Science and Technology, Business and Office Education, Consumer Homemaking Education, Health Occupations Education, Occupational Home Economics, Industrial Technology Education, Marketing and Multi-Occupations Education, and Trade, Industrial and Technical Education can be counted towards college entrance requirements.
>
> Two credits from Applied Science courses jointly approved by the State Department of Education and the State Division of Vocational Education can be counted towards the six Natural Science Credits required for college entrance in 1991.

The first reading of the proposed college admission standards took place at the June, 1990 State Board of Education meeting. The second reading of the proposed standards took place at the September, 1990 State Board meeting The State Board voted to accept the proposed college entrance standards. The implementation of the revised standards will be effective with seniors who graduate in 1991.

* A study was funded to explore articulation, or 2+2 efforts between secondary programs in Region III, and the Boise State University, School of Vocational-Technical Education Business Education program. The committee met three times in FY 1990, and will conclude their activities in FY 1991. The committee explored the purchase of a computerized articulation program which is available from the State of Oregon to help them in the process of identifying common competencies taught at both secondary and postsecondary programs.

* In a cooperative effort between the School of Vocational-Technical Education at North Idaho College and the North Idaho Vocational Cooperative, an articulated second year Precision Machining class was offered to secondary students enrolled in the vocational program at Lakeland and Post Falls High Schools. The students attended class and received instruction at the School of Vocational-Technical Education machining facility. The curriculum for the course was derived from the regular machining program at the School of Vocational-Technical Education and was designed to meet the time constraints which are a part of secondary school vocational programs. The program was scheduled so that the high school lecture section overlapped the college lab section and allowed the students to move into the lab immediately after it was vacated by the full-time college students.

* A planning grant was awarded to Lewis-Clark State College, School of Vocational-Technical Education to establish the Central Idaho Vocational Education Consortium (CIVEC). The Consortium consists of Lewis-Clark State College, School of Vocational-Technical Education, Lewiston High School and Lapwai High School. Through the Consortium, students will be able to take vocational classes offered at the other high school. Students who want to specialize in courses offered only at the vocational-technical institution can apply for college credit when they enroll at Lewis-Clark State College, School of Vocational-Technical Education.

Postsecondary and Secondary Coordinated Programs

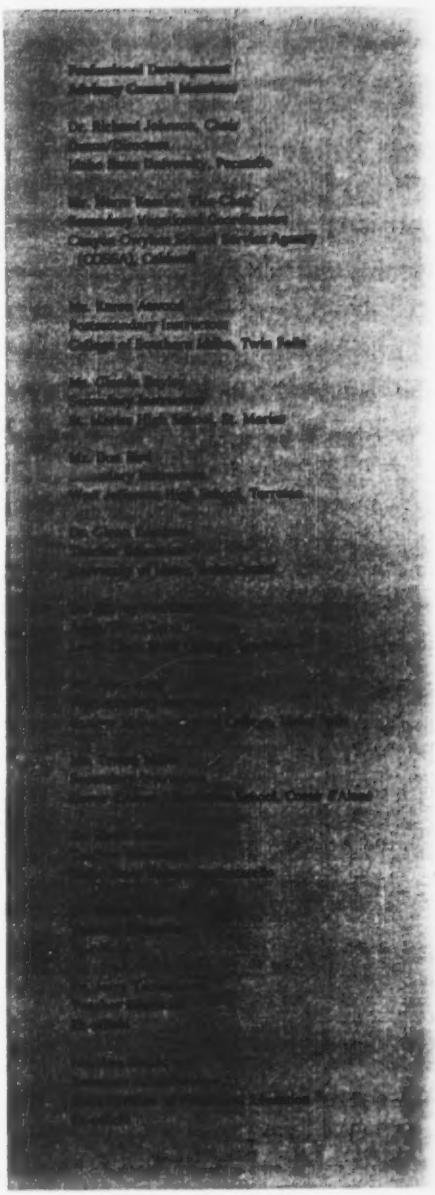
Postsecondary institutions provided access to vocational programs to surrounding secondary districts. Eastern Idaho Technical College conducted classes for secondary students in Dental Assistant and Equipment Mechanics; North Idaho College offered a secondary-level program in Precision Machining Technology; and Idaho State University received students articulating in Precision Machining Technology and Drafting Technology.

A committee was established to study the potential for a shared program at the Boise State University Canyon County facility. A proposed program will start in FY 1991.

Entry/Reentry Training Programs

Entry/Reentry Training is postsecondary vocational training designed to provide individuals with the minimum skills necessary to enter or reenter the labor force. The training is usually developed for target populations and does not follow the traditional program design.

* In FY 1990, 444 individuals were served in entry/reentry training programs. Training was provided for entry-level office skills, hospitality workers, workplace literacy reading skills and training for nursing assistants.



GOAL V - Revise the Preparation and Professional Development of Instructors to Meet the Demands of the New Goals for Vocational Education

Redesign the University Level Preparation Programs to Reflect the Changing Requirements for Vocational Teachers

The State Division of Vocational Education provides funds for teacher induction programs in Agriculture Science & Technology and Home Economics. The programs provide support to beginning and returning teachers and are delivered by the University of Idaho and Idaho State University. In addition to providing support for the teacher, topics are covered which are specific to vocational programs such as advisory committees, vocational student organizations, and the use of the state approved and recommended vocational curriculum. Networking results as teachers work with other professionals.

Establishing teacher induction programs for beginning teachers in all vocational subject disciplines is an area that will be explored for future professional development of vocational instructors.

Provide Continuing Professional Development for Current Vocational Instructors

* A professional development advisory council was established in April, 1989 to advise the State Administrator on pertinent issues. The Council met quarterly during FY 1990 and focused on determining the professional development activities in the State.

- In February, a Professional Development Advisory Committee Conference was held in conjunction with the Vocational Education Teacher Education-State Staff meeting. The conference was attended by approximately 60 individuals representing designated groups that were responsible for professional development activities. The information from this conference was compiled by the Professional Development Advisory Council and used to develop recommendations in two areas: basic strategies for future development; and short-term recommendations for FY 1991.

  The Professional Development Advisory Council prepared initial recommendations, titled "Steps Towards Creating a Statewide Professional Development Plan" which included input and recommendations from the Professional Development Advisory Committee Conference. The recommendations were presented to the State Administrator and were the topic of a mini session at the Vocational Summer conference.

- *Look to Your Future: Vocational Education is Value Added* was the theme of the 1989 Vocational Education Summer Conference held at the Red Lion Riverside Convention Center in Boise on July 24-27, 1989. Keynoters Carolyn Warner and Dr. Orv Owens topped a list of well-known national and local educators and leaders. The conference was attended by 1,000 participants.

  The conference provided participants with the opportunity to meet and exchange ideas with representatives of business, industry, labor, and vocational education in an effort to improve programs; view exhibits and materials provided by business, industry, and labor to identify resources available for program improvement; become involved in program improvements, discussions and workshops; consult with other vocational educators and supervisory personnel; listen and react to exciting speakers and consultants; update membership in professional organizations; and earn one university credit.

  Dr. Carolyn Chandler and Mr. Rick Ritter were the featured economic perspective speakers at the Conference. Vocational educators and representatives from business/industry and state agencies presented mini-sessions.

BUILDING NAME CHANGE

In honor of John E. Christofferson, the long-time Director of Eastern Idaho Technical College, the State Board of Education renamed the main building on the campus to be the John E. Christofferson Multipurpose Complex. Christofferson retired in FY 1990.

LEGISLATIVE ACTION

The 1990 Legislature provided a 15.3% increase in State funds for vocational education. The budget increase was the largest in over a decade and included salary increases, new programs, one-time equipment expenditures and first time funding for the Fire Service Training program. Resulting improvements in the FY 1991 budget are as follows:

Secondary level

* A $300,000 increase was provided to support the growing number of new vocational programs in the high schools.

Postsecondary level

* Funding to complete the statewide articulated Manufacturing Technology and related program was funded.

* New instructional and counselor positions were added to expand existing programs and services, and two more positions were added to initiate new programs in the vocational-technical system.

* $500,000 one-time funding was appropriated for new equipment in postsecondary laboratories and shops.

* Faculty salary increases based on job performances were funded at levels equivalent to the higher education appropriations.

Adult and Short-term Training

* The Fire Service Training program received $125,000 to support 3 FTE positions and expand course offerings statewide.

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